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ABSTRACT

Sprague High School's program to train career education resource teachers was designed to recruit and prepare approximately 15 individuals from business, industry, and the professions who would provide exploratory career experiences and information to students. A four-page outline covers the program's objectives, procedures, a third party evaluation, costs, and future plans. The document concludes with an 11-page evaluation report of the program's seven standards: (1) adequacy of trainee's performance, as evaluated by the project director, supervisors, and trainees; (2) specificity of training program in teaching competencies to trainees, as evaluated by the project director; (3) appropriateness of trainee behavior, as evaluated by trainees; (4) operational coherence of the training program, as evaluated by the project director; (5) operational quality of the training program, as evaluated by the project director and trainees; (6) adequacy of facilities, as evaluated by the project director; and (7) responsiveness and rationality of the administrative structure of the program, as evaluated by the project director. A rating by the third party evaluator is included in some cases. (BP)

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THE TRAINING OF CAREER EDUCATION RESOURCE TEACHERS

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Salem School District
Sprague High School
Salem, Oregon

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CAREER EDUCATION RESOURCE TEACHER PROGRAM

Problem

Sprague High School faced the same problem that any school faces as it attempts to expand career exploration opportunities for students. And that is, making better use of community resources. Two specific needs were identified. They were (1) to place students on the job for short periods of time to observe, talk with, and sometimes work with competent workers, and, (2) invite those same workers to the school to visit and work with students. These business, industry and professional people, however cooperative, need orientation and training in order to give students appropriate experiences and insights.

Purpose

Sprague High School's program to train career education resource teachers was designed to recruit and prepare approximately fifteen individuals from business, industry and the professions to provide exploratory career experiences and information to students. Objectives of the program state that at the end of the training period resource teachers will have:

1. Knowledge of the background of career education and its place in the public schools.

2. Knowledge of the instructional and management activities of junior and senior high school teachers.

3. Ability to work effectively with junior and senior high school students.

4. Ability to plan, implement and evaluate student learning experiences.

Procedure

1. Conduct a student career interest survey to determine the career areas that should have representation in the Resource Teacher group.

2. Survey teachers to identify:
   a. resource teachers now used
   b. areas in which resource teachers are needed
   c. people who might be interested in becoming a resource teacher

3. Recruit resource teachers by mail, telephone and personal visit.

4. Plan objectives and activities to achieve the objectives during the ten sessions. Objectives and activities were the following:

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a. A knowledge of career education and its place in the public schools.
   -Presentation by Sprague Career Education Coordinator
   -Tour Sprague facilities
   -Meet all teachers during open house
   -Joint meeting of resource teachers and Sprague staff
   -Discussion (and subsequent action) of "How can we best help Sprague?"

b. A knowledge of the instructional and management activities of junior and senior high school teachers.
   -Joint meeting of resource teachers and Sprague staff
   -Concensus task -- "Characteristics of a Good Teacher"
   -Presentation from Sprague Media Department
   -Presentation on Salem's junior high career exploration program
   -Presentation on the use of video tape and closed circuit television
   -Discussion of Sprague's guidance program with counselors.

c. The ability to work effectively with junior and senior high school students.
   -Panel of high school students
   -Panel of junior high school students
   -Resource teacher classroom presentation
   -Work with a student "on the job"
   -Plan and participate in the Career Fair

d. The ability to plan for, bring about and evaluate student learning.
   -Peer teaching exercises
   -Evaluation of each other in peer teaching exercises
   -Work with a high school student "on the job"

5. Schedule and conduct training sessions aimed at attainment of objectives.

6. Set up a system for cataloging all resource teachers.

7. Set up a system for using the resource teachers.

8. Set up a procedure for maintaining the system.

Evaluation

A third party evaluator reported that:

1. Each trainee completed an evaluation form on which he rated the adequacy of all aspects of the program including the competency of his instructors.

   The trainees gave a combined rating of 4.3 out of a possible 5.0 to all those who served as instructors.

2. Teachers using the resource people rated their performance.

   Teachers rated the performance of resource people much higher than the resource people rated themselves. It may be that teachers made their judgment based on a comparison of trainees

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with other resource people that had worked with their students.

The district's Community Resources Director reported that people in the program were significantly better prepared to work in the community resource program than those who had not had the training, particulary in their understanding of the role of a career resource person and their willingness and ability to work with students.

Costs

Recruitment, training program and system use and maintenance costs consisted of instructor, project director, and resource teacher, honoraria, travel allowance, instructional supplies, clerical assistance, and use of facilities.

The Future

This nucleus of trained resource teachers will be utilized annually in sponsoring Sprague's Career Fair. Throughout the year they will be invited to the school as well as receive students on their jobs. It is anticipated that this group of informed interested people will grow as career education needs and student interests grow.

It will be critical to keep students and staff informed of the availability and capability of the resource teachers and to be continually maintaining —evaluating, adding to, taking from — the file.

LPDA, B-2

EVALUATION REPORT

SPRAGUE HIGh SCHOOL

May 7, 1973

Dr. Jim Baltimore
Project Director

Evaluation Team

Paula Alvarez, Woodburn School District
Betty Parrett, Linn-Benton Intermediate Education District
Ray Talbert, Educational Coordinates Northwest

EVALUATION REPORT

STANDARD 1

Adequacy of trainee's performance in laboratory/clinical settings associated with training program. (Do trainees show competence stemming from the training program?)

Respondents: Project Director, Supervisors, Trainees

PROJECT DIRECTOR

Question: What evidence have you gathered that indicates trainees level of performance in each of the following areas? From that evidence, what general conclusions have you drawn about their competence in each area?

	PROGRAM OBJECTIVES	EVIDENCE GATHERED	COMPETENCY RATING
1.	A knowledge of the background of career education and its place in the public schools.	Trainee self-evaluation. Trainees evaluated each other during peer teaching exercises.	3.5
2.	A knowledge of the instructional and management activities of junior and senior high school teachers.	Observation by project director.	3.0
3.	The ability to work effectively with junior and senior high school students.		3.0
4.	The ability to plan for, bring about, and evaluate student learning.		2.5

TRAINEES

Question: How adequate has your on-the-job training been in preparing you in each of the following areas?

PROGRAM OBJECTIVES	N	MEAN RATING
1. A knowledge of the background of career education and its place in the public schools.	4	4.6
2. A knowledge of the instructional and management activities of junior and senior high school teachers.	4	3.2
3. The ability to work effectively with junior and senior high school students.	5	3.6
4. The ability to plan for, bring about, and evaluate student learning.	5	3.6

Question: List the expectations you had for the training program. To what degree were these expectations met?

EXPECTATIONS	N	DEGREE EXPECTATIONS MET MEAN RATING
1. Expected a mini-course in teaching procedures.	1	3.0
2. How to organize materials.	1	3.0
3. Learn how to work with students -- keep their interest.	1	

SUPERVISORS

Question: During the time you have worked with the aide-teacher(s) in which of the following areas has he been most adequately prepared? In which areas has he been partly prepared or unprepared?

PROGRAM OBJECTIVES	N	MEAN RATING
1. A knowledge of the background of career education and its place in the public schools	4	4.5

PROGRAM OBJECTIVES	N	MEAN RATING
2. A knowledge of the instructional and management activities of junior and senior high school teachers.	5	3.9
3. The ability to work effectively with junior and senior high school students.	7	4.6
4. The ability to plan for, bring about, and evaluate student learning.	7	4.6

Comparison of Mean Rating by Respondents

Objective	Trainee On-Job	Supervisor	Project Director
1	4.6	4.5	3.5
2	3.2	3.9	3.0
3	3.6	4.6	3.0
4	3.6	4.6	2.5

The results indicate that the supervisors (teachers who used the services of the trainees) felt more strongly about their adequacy than did the trainees and the project director. It may be that the teachers made their judgment based on a comparison of the trainees with other resource people they had work with students. The following statement by the Director of Community Resources led us to this conclusion: "The people in the program have been significantly better prepared to work in the community resource program than people who have not had the training, particularly in their understanding of the role of a career resource person and their willingness and ability to work with students."

STANDARD 2

Specificity of the training program in inculcating some definite set of competencies in the trainees. (...is there specific input in contrast to generality, survey, and knowing about many things without the ability to bring specific resources and skills to the task?)

Respondent: PROJECT DIRECTOR

Questions: 1. What were the five most important instructional activities in the training program?

2. What were the program objectives each activity was intended to inculcate?

INSTRUCTIONAL ACTIVITIES	PROGRAM OBJECTIVE
1. Discussion group including trainees and teachers involved in the career education program.	1
2. Discussion with Sprague teachers.	2
3. Consensus task - "Characteristics of a Good Teacher."	2
4. Panel presented by junior and senior high school students.	3
5. Practicum - each trainee worked with at least one high school student.	3
6. Peer teaching exercise to help develop skills in lesson planning, instructional techniques, developing objectives and evaluation designs.	4
7. Work on-the-job with at least one student.	4

Understanding the difficulties involved in devising a training program for volunteers who are full time on a job, we feel that the nature of the training program was appropriate.

Evaluator's Rating: 4.0

STANDARD 3

Appropriateness of the behavior of trainees in the laboratory/clinical setting associated with retraining program. (Is there evidence in the conduct and attitudes of trainees that their experience in training programs are relevant to the demands of the classroom and school?)

Respondent: TRAINEES

Question: Below are listed the major things you were supposed to learn in your training. Please rate them according to the degree you use them on the job.

PROGRAM OBJECTIVES	N	MEAN RATING
1. A knowledge of the background of career education and its place in the public schools.	5	3.8
2. A knowledge of the instructional and management activities of junior and senior high school teachers.	5	3.2
3. The ability to work effectively with junior and senior high school students.	5	3.4
4. The ability to plan for, bring about, and evaluate student learning.	5	3.4

Question: List the things you are required to do on the job that you did not learn to do in training? Rate them as to the extent used on the job.

JOB REQUIREMENTS	N	EXTENT USED ON JOB
1. Preparation of presentations to students.	1	4.0
2. Knowledge of career education at elementary level.	1	4.0

The responses of the trainees is lower, especially for objectives 2 and 4, than might be expected. The fact that the training program did not begin until after the first of the year, and the resource people have

not worked extensively with students, may well have influenced their responses.

We recommend that the project director continue to evaluate the relevancy of the program and the specific needs of the resource people.

STANDARD 4

Operational coherence of the training program. (Is there a developmental, sequential design which the trainers recognize, understand, and implement to the extent that this is clearly evident in what trainers do and relate to?)

Respondent: PROJECT DIRECTOR

Question: What principles governed the sequence of instructional activities in your course (program)?

The basic principle which governed the sequence of activities was to proceed from general concepts to specific implementation of these concepts.

1. The general concept of career education and its implementation at Sprague High School.
2. The role of resource people in the Sprague Career Education Program.
3. Development of needed skills.

Evaluator's Rating: 4.5

STANDARD 5

Operational quality of the training program. (Do trainers manifest professional competence in their areas of responsibility and is the training program marked by attention to quality of work academically and in the area of performance?...)

Respondents: Project Director and Trainees

PROJECT DIRECTOR

Questions: 1. How were program instructors evaluated?

a. Each trainee completed an evaluation form on which they evaluated the adequacy of all aspects of the program including the competency of their instructors.
b. Informal feedback sessions were held periodically with the trainees.

2. What were the findings of that evaluation?

The trainees gave a combined rating of 4.3 to all those who presented instructional activities. All trainees gave the student panels a 5.0 rating.

3. What provisions were made for evaluating academic work of trainees during initial training?

Not applicable - all evaluation was performance oriented.

4. What opportunities were provided for evaluating performance of trainees during initial training? (Micro-lessons, interaction analysis, etc.)

a. Micro-lessons were used. Verbal feedback was given by the instructor.
b. Peer evaluation (critique) of micro-teaching experiences.
c. Teachers using the resource people rated their performance for the project staff.

The evaluation design for instructors and trainees was reasonably adequate. The trainees response to the adequacy of the feedback they

received about their performance during training and on-the-job indicates that this phase of the evaluation design could have been strengthened (see following for Trainees' response).

Evaluator's Rating: 3.5

TRAINEES

Question 1: Please rate the teaching of your instructors (as a group) in the training program on the following scale:

INSTRUCTIONAL COMPETENCE	N	MEAN RATING
1. Knew his subject	5	4.2
2. Showed respect for class members	5	4.6
3. Used appropriate teaching techniques	5	4.2
4. Gave me feedback about my performance		
a. Extent	5	2.6
b. Helpfulness	5	3.6

Question 2: To what extent was the feedback you received on the job adequate as to frequency and helpfulness.

	N	MEAN RATING
1. Extent	5	3.8
2. Helpfulness	5	3.2

It is apparent that the trainees feel that the feedback they received regarding their performance during the training sessions was less than they would have liked. We suggest that particular emphasis be given to this area in future evaluation designs.

STANDARD 6

Adequacy of facilities. (Do the facilities allocated to the training program adequately accommodate the number of persons assigned to them within experiences written into the program?)

Respondent: PROJECT DIRECTOR

Question: Did you have sufficient space and materials to handle the number of trainees involved in the program? If not, what did you lack?

The project director stated that all requirements for facilities and materials were fully provided.

Evaluator's Rating: 5.0

STANDARD 7

Responsiveness and rationality of the administrative structure of the program. (Does the ongoing operation of the program indicate that the administrative structure of the training program effectively establishes responsibility, utilization of resources, and achievement of goals in keeping with a process which incorporates feedback from all the program clients and which adjusts to current data generated by their performance in the program?)

Respondent: PROJECT DIRECTOR

Questions: I. Rationality

A. What administrative difficulties did you encounter in operating the program?

Recruitment of resource people was a problem due to the fact that the people were busy, involved people and it was difficult for them to devote time to the training.

B. Would you recommend any changes in the administrative structure on the basis of your experience?

The Sprague Coordinator of Volunteer Community Resources should be involved early in the program to assist with recruitment.

II. Responsiveness

A. What provisions were made to get feedback from 1) trainees, 2) program faculty, 3) supervising and cooperating teachers, and 4) administrators of schools employing trainees?

Trainees, faculty and teachers provided feedback forms previously documented. The program was an extension of the commitment of Sprague High School for extensive school - community involvement. The school administration initiated and fully support this program.

It is our judgment that the program could have profited from more extensive and timely feedback from the trainees. We appreciate that the

program faced the constraints of time and the availability of people for training, nonetheless, ways may have been found to increase the responsiveness of the program to specific needs of trainees.